

## 2013–14 California High School Exit Examination (CAHSEE) Results

### Background

In 1999, state law authorized the development of the California High School Exit Examination (CAHSEE), requiring students in California public schools to pass this test to earn a high school diploma in addition to meeting other graduation requirements.

The standards assessed on the CAHSEE are aligned to the 1999 English-language arts (ELA) and mathematics state content standards.

Current law specifies that all public high school students must take the CAHSEE for the first time in grade ten, including students with disabilities (SWDs).

Students who do not pass the CAHSEE in grade ten have two opportunities in grade eleven and at least three and up to five opportunities in grade twelve to pass the examination.

Beginning with the 2009–10 school year, eligible SWDs were exempted from passing the CAHSEE as a graduation requirement; however SWDs must take the CAHSEE in grade ten to fulfill the requirements of the federal Elementary and Secondary Education Act (ESEA) (20 United States Code Sec. 7114).

### Summary of CAHSEE Results

A summary of statewide student performance on the CAHSEE is provided below. Note that while final data are available for years 2004 through 2013, the results reported for 2014 are preliminary.

The data displayed on Tables [1](#), [2](#), and [3](#) are taken from reports produced by the CAHSEE independent evaluator, Human Resources Research Organization (HumRRO). In the annual report to be released in fall 2014, HumRRO will provide additional CAHSEE results by grade level.

### Table 1 Findings

The results presented in [Table 1](#) show the estimated cumulative percentage of students meeting the CAHSEE requirement for the Class of 2014 in grades ten, eleven, and twelve. (These data are taken from reports produced by HumRRO.) The passing rates presented in [Table 1](#) for grades ten and eleven *include* SWDs in all demographic student groups. The grade twelve passing rates *exclude* SWDs in all demographic student groups, as SWDs are exempt from meeting the CAHSEE graduation requirement.

- Approximately 95.5 percent of students from the Class of 2014 met the CAHSEE requirement by the end of their senior year.
- Approximately 80.6 percent of English learners (ELs) met the CAHSEE requirement by the end of their senior year.
- Approximately 57.2 percent of SWDs met the CAHSEE requirement by the end of their senior year.

- Approximately 94.2 percent of socioeconomically disadvantaged students met the CAHSEE requirement by the end of their senior year.
- Over 90 percent of all student groups, except ELs and SWDs, are meeting the CAHSEE requirement by the end of their senior year.

## Table 2 Findings

The results displayed in [Table 2](#) show the estimated cumulative percentage of students meeting the CAHSEE requirement by grade level for the Classes of 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, and 2014. The passing rates presented in [Table 2](#), when grade 12 students took the CAHSEE in grade 10 and grade 11, *include* SWDs. The grade twelve passing rates in [Table 2](#) exclude SWDs, as eligible SWDs are exempt from meeting the CAHSEE graduation requirement. Grade 10 students must take the CAHSEE to fulfill ESEA requirements.

- There was an increase of 1.0 percentage point for grade ten students from the Class of 2014 who met the CAHSEE requirement on their first attempt as compared to grade ten students from the Class of 2013.
- There was a 10.5 percentage point increase in grade ten students from the Class of 2014 who met the CAHSEE requirement on their first attempt as compared to the grade ten students from the Class of 2006.
- There was an approximate 7.5 percentage point increase in grade eleven students from the Class of 2014 who met the CAHSEE requirement as compared to grade eleven students from the Class of 2006.
- An increase of approximately 5.1 percentage points for grade twelve students from the Class of 2014 met the CAHSEE requirement as compared to grade twelve students from the Class of 2006.

## Table 3 Findings

[Table 3](#) displays a point-in-time comparison of the percentage of students for each class meeting the CAHSEE requirement by May in their respective senior years. [Table 3](#) includes SWDs in all student groups for the Classes of 2008 and 2009. For the Classes of 2006, 2007, 2010, 2011, 2012, 2013, and 2014, eligible SWDs were exempted from passing the CAHSEE as a graduation requirement and have been *excluded* for all student groups except special education.

- Approximately 95.5 percent of students from the Class of 2014 have met the CAHSEE requirement by the end of their senior year.
- The Achievement Gap for meeting the CAHSEE requirement for Black or African American and Hispanic or Latino students is narrowing when compared to White students. Though White students achieved a 1.3 percentage point increase for the Classes of 2006–2014, the percentage point increase for Black or African American students is 8.5 percentage points, a 7.2 percentage point difference. The percentage point change for Hispanic or Latino students is 8.3 or a difference of seven percentage points compared to White students.

- Hispanic or Latino students in the Class of 2014 display an increase in passing rates when compared to other student groups. When comparing the Class of 2014 to the Class of 2013, the Hispanic or Latino students show no change but when compared to the Class of 2006, an 8.3 percentage point increase was realized at the same point in time of their senior year.
- Additionally, Socioeconomically Disadvantaged students in the Class of 2014 demonstrated a 0.7 percentage point increase compared to the Class of 2013.
- In the Class of 2014, American Indian or Alaska Native students show a percentage point increase of 0.1 compared to the Class of 2013. Native Hawaiian or Pacific Islander students show a percentage point increase of 1.0 compared to the Class of 2013.
- Black or African American students show a percentage point increase of 0.4 when the Class of 2014 is compared with the Class of 2013. Black or African American students show an 8.5 percentage point increase, when comparing the Class of 2014 to the Class of 2006 at the same point in time of their senior year.
- ELs in the Class of 2014 show a percentage point decrease of 1.6 in passing rates when compared to the ELs in the Class of 2013 at the same point in time of their senior year. ELs show a percentage point increase of 4.6 when the Class of 2006 is compared to the Class of 2014. SWDs in the Class of 2014 show an increase in passing rates of 3.6 percentage points when compared to SWDs in the Class of 2013.

## Tables 4 and 5 Findings

[Tables 4 and 5](#) present the passing rates for grade ten students in ELA and mathematics, respectively. The grade ten passing rates presented in [Tables 4 and 5](#) include SWDs in all student groups. The data displayed in [Tables 4 and 5](#) are taken from preliminary reports from DataQuest.

- The passing rate on the ELA portion of the CAHSEE for grade ten students in the Class of 2016 was 83.2 percent, an improvement of 8.5 percentage points from the passing rate for grade ten students in the Class of 2006 ([Table 4](#)).
- Socioeconomically disadvantaged grade ten students in the Class of 2016 compared to socioeconomically disadvantaged grade ten students in the Class of 2006 have increased passing rates of 16.6 and 19.0 percentage points in ELA and mathematics, respectively ([Tables 4 and 5](#)).
- Additionally, the change in percent for socioeconomically disadvantaged students compared to non-socioeconomically disadvantaged is approximately 11.0 percentage points higher for the ELA and mathematics portions of the CAHSEE ([Tables 4 and 5](#)).
- For the mathematics portion of the CAHSEE, the passing rate for the students in the Class of 2016 was 85.1 percent, an 11.4 percentage point increase over the passing rate for grade ten students in the Class of 2006 ([Table 5](#)).

## Tables 6 and 7 Findings

[Tables 6 and 7](#) display the differences in the percentage of Hispanic or Latino and Black or African American grade ten students passing the CAHSEE compared to White students (i.e., Achievement Gap) from the Classes of 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, and 2016 for ELA and mathematics. The grade ten data presented in [Tables 6 and 7](#) includes SWDs in the passing rates. While there was a slight increase in percentage point change in ELA and mathematics for grade 10 students in the 2015—16 comparison, the Achievement Gap between both Hispanic or Latino, Black or African American, and White students continues to narrow in mathematics.

- For the ELA portion of the CAHSEE, the gap between Hispanic or Latino and White students has narrowed by 12.8 percentage points from the Class of 2006 to the Class of 2016 ([Table 6](#)).
- For the mathematics portion of the CAHSEE, the gap between Hispanic or Latino and White students has narrowed by 14.1 percentage points from the Class of 2006 to the Class of 2016 ([Table 6](#)).
- For the ELA portion of the CAHSEE, the gap between Black or African American and White students has narrowed by 6.7 percentage points from the Class of 2006 to the Class of 2016 ([Table 7](#)).
- For the mathematic portion of the CAHSEE, the gap between Black or African American and White students has narrowed by 12.5 percentage points from the Class of 2006 to the Class of 2016 ([Table 7](#)).

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**Table 1: Class of 2014 – Grade 10, Grade 11, and Grade 12 Estimated Cumulative Percentage Meeting the CAHSEE Requirement by Student Group<sup>1,2,3</sup>**

Demographic Student Group	Grade 10 Class of 2014 Percent Passed <sup>4</sup>	Grade 11 Class of 2014 Percent Passed <sup>4</sup>	Grade 12 Class of 2014 Percent Passed <sup>5</sup>
All Students	74.8%	85.9%	95.5%
Females	77.9%	87.9%	95.9%
Males	71.9%	83.9%	95.1%
Black or African American	59.5%	74.7%	92.2%
American Indian or Alaska Native	69.1%	84.0%	95.6%
Asian	89.3%	93.9%	97.7%
Filipino	88.4%	94.5%	98.4%
Hispanic or Latino	68.1%	81.6%	93.8%
Native Hawaiian or Pacific Islander	73.3%	85.0%	95.2%
White	84.9%	92.9%	98.6%
Two or More Races	76.4%	84.7%	90.9%
English Learner	34.3%	55.8%	80.6%
Reclassified Fluent English	88.2%	95.5%	98.9%
Socioeconomically Disadvantaged	66.6%	81.0%	94.2%
Special Education	25.9%	42.8%	57.2%

<sup>1</sup> For the purposes of this table, "meeting the CAHSEE requirement" is defined as passing both the English-language arts and mathematics portions of the CAHSEE. Students who satisfied the CAHSEE requirement through the local waiver process are *not* included in this table.

<sup>2</sup> Students identified as grade 12 from the Classes of 2006, 2007, 2008, 2009, 2010, 2011, 2012, and 2013 are *excluded* from the 2014 calculation. Current grade twelve students who also tested as grade twelve students in the Classes of 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, and 2014 are *excluded* from this table.

<sup>3</sup> Students with disabilities who used modifications were *excluded* from these analyses.

<sup>4</sup> Students with disabilities were *included* in column.

<sup>5</sup> Students with disabilities in grade 12 were *excluded* from all columns except the last column due to the exemption.

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**Table 2: Classes of 2006 through 2014 – Grade 10, Grade 11, and Grade 12 Estimated Cumulative Percentage Meeting the CAHSEE Requirement<sup>1,2,3</sup>**

All Students	Grade 10 Percent Passed <sup>4</sup>	Grade 11 Percent Passed <sup>4</sup>	Grade 12 Percent Passed <sup>5</sup>
Class of 2006	64.3%	78.4%	90.4%
Class of 2007	65.4%	78.7%	93.3%
Class of 2008	65.1%	78.0%	93.7%
Class of 2009	65.2%	81.9%	93.4%
Class of 2010	69.2%	82.9%	94.4%
Class of 2011	69.9%	83.9%	94.6%
Class of 2012	71.5%	84.3%	95.0%
Class of 2013	73.8%	85.8%	95.5%
Class of 2014	74.8%	85.9%	95.5%
Percentage Point Change 2013–2014	1.0	0.1	0.0
Percentage Point Change 2006–2014	10.5	7.5	5.1

<sup>1</sup> For the purposes of this table, "meeting the CAHSEE requirement" is defined as passing both the English-language arts and mathematics portions of the CAHSEE. Students who satisfied the CAHSEE requirement through the local waiver process are *not* included in this table.

<sup>2</sup> Cohorts for classes are determined when the student meets the CAHSEE requirement in grades 10 or 11, or when the student takes the CAHSEE for the first time in grade 12. The repeat or fifth-year grade 12 student's class is determined when the student took the CAHSEE the first time in grade 12 for the Classes of 2006 through 2014.

<sup>3</sup> Students with disabilities who used modifications were *excluded* from these analyses.

<sup>4</sup> Students with disabilities were *included* in column.

<sup>5</sup> Students with disabilities in grade 12 were *excluded* from column.

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**Table 3: Estimated Cumulative Percentage of Students in the Classes of 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, and 2014<sup>1</sup>  
Meeting the CAHSEE Requirement through the May Administration of Their Senior Year  
By Student Group**

Demographic Subgroup	Class of 2006 <sup>2</sup> through May 2006 Percent Passed	Class of 2007 <sup>2</sup> through May 2007 Percent Passed	Class of 2008 <sup>3</sup> through May 2008 Percent Passed	Class of 2009 <sup>3</sup> through May 2009 Percent Passed	Class of 2010 <sup>2</sup> through May 2010 Percent Passed	Class of 2011 <sup>2</sup> through May 2011 Percent Passed	Class of 2012 <sup>2</sup> through May 2012 Percent Passed	Class of 2013 <sup>2</sup> through May 2013 Percent Passed	Class of 2014 <sup>2</sup> through May 2014 Percent Passed	Percentage Point Change 2013–2014	Percentage Point Change 2006–201
All Students	90.4%	93.3%	90.4%	90.6%	94.4%	94.2%	95.0%	95.5%	95.5%	0.0	5.1
Females	90.9%	93.6%	91.8%	91.9%	94.8%	94.7%	95.5%	96.0%	95.9%	-0.1	5.0
Males	89.9%	92.9%	89.0%	89.3%	93.9%	93.7%	94.6%	95.1%	95.1%	0.0	5.2
Black or African American	83.7%	88.4%	80.5%	81.4%	89.6%	89.6%	91.9%	91.8%	92.2%	0.4	8.5
American Indian or Alaska Native	— <sup>4</sup>	— <sup>4</sup>	89.2%	91.6%	95.4%	94.8%	97.2%	95.5%	95.6%	0.1	— <sup>4</sup>
Asian	95.3%	96.3%	95.7%	95.3%	97.4%	97.1%	97.8%	97.8%	97.7%	-0.1	2.4
Filipino	— <sup>4</sup>	— <sup>4</sup>	— <sup>4</sup>	96.3%	98.1%	97.9%	98.4%	98.5%	98.4%	-0.1	<sup>4</sup>
Hispanic or Latino	85.5%	88.6%	86.2%	86.6%	91.4%	91.7%	93.1%	93.8%	93.8%	0.0	8.3
Native Hawaiian or Pacific Islander	— <sup>4</sup>	— <sup>4</sup>	— <sup>4</sup>	90.7%	95.3%	93.6%	95.2%	94.2%	95.2%	1.0	— <sup>4</sup>
White	97.3%	98.4%	96.0%	95.9%	98.1%	98.2%	98.6%	98.5%	98.6%	0.1	1.3
Two or More Races <sup>5</sup>	— <sup>4</sup>	— <sup>4</sup>	— <sup>4</sup>	— <sup>4</sup>	73.8%	76.4%	83.9%	92.4%	90.9%	-1.5	— <sup>4</sup>
English Learner	76.0%	77.1%	73.5%	73.6%	81.0%	80.3%	81.7%	82.2%	80.6%	-1.6	4.6
Reclassified Fluent English	— <sup>4</sup>	— <sup>4</sup>	— <sup>4</sup>	97.5%	98.5%	98.6%	98.9%	98.9%	98.9%	0.0	— <sup>4</sup>
Socioeconomy- cally Disadvantaged	85.7%	88.3%	85.5%	85.6%	91.3%	91.4%	92.8%	93.5%	94.2%	0.7	8.5
Special Education	47.8%	48.8%	54.5%	56.6%	53.3%	56.3%	55.5%	53.6%	57.2%	3.6	9.4

<sup>1</sup> A student's class (year of graduation) is determined by the local educational agency.

<sup>2</sup> Students identified as receiving special education services were *excluded* from all student groups except the special education student group in these columns. The CAHSEE exemption was available to eligible students with disabilities for the Classes of 2006, 2007, 2010, 2011, 2012, 2013, and 2014. These percentages do not include students with disabilities who tested with modifications or received exemptions.

<sup>3</sup> Students identified as receiving special education services were *included* in all student groups in these columns. The CAHSEE exemption was not available to students with disabilities for the Classes of 2008 and 2009. These percentages do not include students with disabilities who tested with modifications.

<sup>4</sup> Not available.

<sup>5</sup> Federally mandated demographic student group.

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## English-Language Arts

**Table 4: Comparison of Passing Rates for Grade Ten Students in the Classes of 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, and 2016<sup>1</sup>**

Demographic Subgroup	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016 <sup>2</sup>	Percentage Point Change 2015–2016	Percentage Point Change 2006–2016
All Students	74.7%	76.4%	77.1%	76.6%	78.8%	79.2%	80.6%	82.4%	83.0%	83.2%	83.2%	0.0	8.5
Females	79.0%	81.1%	81.6%	81.2%	82.9%	83.0%	84.4%	85.9%	86.9%	86.8%	86.6%	-0.2	7.6
Males	70.5%	71.9%	72.7%	72.1%	74.9%	75.6%	76.9%	79.0%	79.3%	79.8%	80.0%	0.2	9.5
Black or African American	62.6%	64.5%	65.8%	65.7%	68.5%	68.9%	71.1%	72.1%	73.2%	73.0%	72.8%	-0.2	10.2
American Indian or Alaska Native	73.4%	73.4%	77.2%	76.1%	77.1%	77.7%	79.2%	79.4%	80.1%	79.5%	78.2%	-1.3	4.8
Asian	84.7%	85.8%	86.6%	86.5%	88.4%	88.8%	90.9%	90.9%	91.6%	91.1%	91.5%	0.4	6.8
Filipino	87.2%	88.1%	89.0%	88.9%	89.8%	89.6%	91.7%	92.0%	92.4%	92.0%	92.1%	0.1	4.9
Hispanic or Latino	61.7%	65.1%	66.4%	66.2%	70.0%	70.9%	73.3%	76.4%	77.3%	77.9%	78.0%	0.1	16.3
Native Hawaiian or Pacific Islander	71.2%	75.2%	75.4%	75.6%	79.1%	77.3%	79.3%	80.7%	81.9%	81.2%	81.4%	0.2	10.2
White	88.4%	89.2%	89.8%	89.4%	90.4%	90.7%	91.1%	91.5%	91.5%	91.7%	91.9%	0.2	3.5
Two or More Races <sup>3</sup>	— <sup>4</sup>	— <sup>4</sup>	— <sup>4</sup>	— <sup>4</sup>	— <sup>4</sup>	— <sup>4</sup>	82.8%	85.3%	87.9%	87.5%	87.4%	-0.1	— <sup>4</sup>
English Learner	39.2%	42.4%	38.1%	35.9%	40.2%	40.3%	41.7%	44.2%	44.5%	41.6%	38.2%	-3.4	-1.0
Reclassified Fluent English	86.7%	89.2%	89.3%	88.9%	91.2%	91.4%	92.5%	93.7%	93.9%	93.5%	92.2%	-1.3	5.5
Socioeconomically Disadvantaged	60.0%	63.2%	64.9%	64.6%	68.5%	69.7%	72.3%	75.0%	76.1%	76.6%	76.6%	0.0	16.6
Non-Socioeconomically Disadvantaged	87.2%	88.2%	88.5%	88.2%	89.5%	90.2%	91.1%	92.0%	92.4%	92.7%	93.0%	0.3	5.8
Special Education	30.5%	32.8%	34.6%	33.0%	35.7%	37.2%	37.3%	39.2%	39.4%	39.6%	39.4%	-0.2	8.9

<sup>1</sup> Percent passing rates equal the number of students passing the CAHSEE divided by number of students taking the CAHSEE. Students with disabilities who used modifications are *excluded* from these analyses.

<sup>2</sup> Student group data are preliminary; school districts have the opportunity to make demographic data corrections.

<sup>3</sup> Federally mandated demographic student group.

<sup>4</sup> Not available.

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## Mathematics

**Table 5: Comparison of Passing Rates for Grade Ten Students in the Classes of 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, and 2016<sup>1</sup>**

Demographic Subgroup	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016 <sup>2</sup>	Percentage Point Change 2015–2016	Percentage Point Change 2006–2016
All Students	73.7%	74.0%	75.5%	75.8%	78.3%	79.8%	80.7%	82.7%	83.6%	84.1%	85.1%	1.0	11.4
Females	74.4%	74.6%	76.1%	76.2%	78.6%	80.1%	81.3%	83.4%	84.6%	85.0%	86.1%	1.1	11.7
Males	72.9%	73.4%	75.0%	75.5%	78.0%	79.5%	80.2%	82.0%	82.6%	83.2%	84.1%	0.9	11.2
Black or African American	54.4%	54.9%	57.1%	58.4%	61.9%	64.0%	66.3%	68.4%	69.3%	70.6%	72.3%	1.7	17.9
American Indian or Alaska Native	69.2%	69.4%	72.9%	72.5%	75.7%	74.8%	77.8%	77.2%	79.5%	79.3%	78.8%	-0.5	9.6
Asian	91.2%	91.7%	92.1%	92.7%	94.1%	94.6%	95.0%	95.7%	96.0%	96.1%	96.6%	0.5	5.4
Filipino	86.9%	86.8%	88.1%	89.0%	90.1%	91.6%	92.0%	92.7%	93.5%	93.9%	94.3%	0.4	7.4
Hispanic or Latino	61.0%	62.2%	65.1%	65.7%	69.6%	72.3%	73.9%	77.1%	78.3%	79.1%	80.5%	1.4	19.5
Native Hawaiian or Pacific Islander	71.2%	72.6%	73.5%	75.0%	78.9%	80.1%	79.8%	82.4%	83.6%	83.9%	84.4%	0.5	13.2
White	86.8%	87.0%	87.9%	88.2%	89.3%	89.9%	90.6%	90.8%	91.2%	91.6%	92.2%	0.6	5.4
Two or More Races <sup>3</sup>	— <sup>4</sup>	— <sup>4</sup>	— <sup>4</sup>	— <sup>4</sup>	— <sup>4</sup>	— <sup>4</sup>	82.0%	83.5%	86.2%	86.4%	87.7%	1.3	— <sup>4</sup>
English Learner	49.2%	48.7%	47.6%	46.5%	50.2%	52.6%	52.2%	55.8%	55.9%	54.2%	54.3%	0.1	5.1
Reclassified Fluent English	82.8%	84.5%	85.3%	85.7%	88.6%	90.1%	90.8%	92.2%	92.9%	92.7%	92.6%	-0.1	9.8
Socioeconomically Disadvantaged	60.6%	61.4%	64.3%	65.0%	69.0%	71.8%	73.5%	76.4%	77.6%	78.3%	79.6%	1.3	19.0
Non-Socioeconomically Disadvantaged	85.1%	85.5%	86.2%	86.5%	88.1%	89.3%	90.1%	91.1%	91.7%	92.4%	93.1%	0.7	8.0
Special Education	29.7%	30.3%	32.5%	32.3%	35.4%	38.1%	38.6%	40.1%	41.2%	42.3%	42.5%	0.2	12.8

<sup>1</sup> Percent passing rates equal the number of students passing the CAHSEE divided by number of students taking the CAHSEE. Students with disabilities who used modifications are *excluded* from these analyses.

<sup>2</sup> Student group data are preliminary; school districts have the opportunity to make demographic data corrections.

<sup>3</sup> Federally mandated demographic student group.

<sup>4</sup> Not available.

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## Achievement Gap on CAHSEE

**Table 6: Achievement Gap of Hispanic or Latino Grade Ten Students ELA and Mathematics Compared to White Students<sup>1</sup>**

FI A	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016 <sup>2</sup>	Percentage Point Change 2015–2016	Percentage Point Change 2006–2016
Hispanic or Latino	61.7%	65.1%	66.4%	66.2%	70.0%	70.9%	73.3%	76.4%	77.3%	77.9%	78.0%	0.1	16.3
White	88.4%	89.2%	89.8%	89.4%	90.4%	90.7%	91.1%	91.5%	91.5%	91.7%	91.9%	0.2	3.5
Gap	26.7	24.1	23.4	23.2	20.4	19.8	17.8	15.1	14.2	13.8	13.9	0.1	-12.8
Mathematics	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016 <sup>2</sup>	Percentage Point Change 2015–2016	Percentage Point Change 2006–2016
Hispanic or Latino	61.0%	62.2%	65.1%	65.7%	69.6%	72.3%	73.9%	77.1%	78.3%	79.1%	80.5%	1.4	19.5
White	86.8%	87.0%	87.9%	88.2%	89.3%	89.9%	90.6%	90.8%	91.2%	91.6%	92.2%	0.6	5.4
Gap	25.8	24.8	22.8	22.5	19.7	17.6	16.7	13.7	12.9	12.5	11.7	-0.8	-14.1

<sup>1</sup> Differences may occur as a result of rounding. Students with disabilities who used modifications are *excluded* from these analyses.

<sup>2</sup> Student group data are preliminary; school districts have the opportunity to make demographic data corrections.

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## Achievement Gap on CAHSEE

**Table 7: Achievement Gap of Black or African American Grade Ten Students ELA and Mathematics Compared to White Students<sup>1</sup>**

ELA	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016 <sup>2</sup>	Percentage Point Change 2015–2016	Percentage Point Change 2006–2016
Black or African American	62.6%	64.5%	65.8%	65.7%	68.5%	68.9%	71.1%	72.1%	73.2%	73.0%	72.8%	-0.2	10.2
White	88.4%	89.2%	89.8%	89.4%	90.4%	90.7%	91.1%	91.5%	91.5%	91.7%	91.9%	0.2	3.5
Gap	25.8	24.7	24.0	23.7	21.9	21.8	20.0	19.4	18.3	18.7	19.1	0.4	-6.7

  

Mathematics	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016 <sup>2</sup>	Percentage Point Change 2015–2016	Percentage Point Change 2006–2016
Black or African American	54.4%	54.9%	57.1%	58.4%	61.9%	64.0%	66.3%	68.4%	69.3%	70.6%	72.3%	1.7	17.9
White	86.8%	87.0%	87.9%	88.2%	89.3%	89.9%	90.6%	90.8%	91.2%	91.6%	92.2%	0.6	5.4
Gap	32.4	32.1	30.8	29.8	27.4	25.9	24.3	22.4	21.9	21.0	19.9	-1.1	-12.5

<sup>1</sup> Differences may occur as a result of rounding. Students with disabilities who used modifications are *excluded* from these analyses.

<sup>2</sup> Student group data are preliminary; school districts have the opportunity to make demographic data corrections.